REVISED 3/21/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: _X Elementary __ Middle __ High __ K-12

Name of Principal Mrs. Dana Petersen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Marion Jordan School
(As it should appear in the official records)

School Mailing Address 100 N. Harrison Street
(If address is P.O. Box, also include street address)

Palatine	IL	60067-4865
City	State	Zip Code+4 (9 digits total)

County Cook School Code Number* 016-0150-2004

Telephone (847) 963-5500 Fax (847) 963-5506

Website/URL www.ccsd15.net E-mail petersed@ccsd15.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent* Dr. Robert A. McKanna
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Community Consolidated School District 15 Tel. (847) 963-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Louis A. Sands
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)
**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 15 Elementary schools
   - _____ Middle schools
   - 4 Junior high schools
   - _____ High schools
   - 1 Other (Alternative School)
   - 20 TOTAL

2. District Per Pupil Expenditure: $9,703

   Average State Per Pupil Expenditure: $8,482

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	76	64	**140**	**8**			
1	39	29	**68**	**9**			
2	40	31	**71**	**10**			
3	47	33	**80**	**11**			
4	33	46	**79**	**12**			
5	59	40	**99**	**Other**			
6	33	47	**80**				
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				617

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

75 % White
1 % Black or African American
15 % Hispanic or Latino
9 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	18
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	618
(5)	Subtotal in row (3) divided by total in row (4)	.053
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 14%
83 Total Number Limited English Proficient

Number of languages represented: 20
Specify languages: Arabic, Bengali, Bulgarian, Cantonese, Danish, Gaelic (Scottish), German, Greek, Hindi, Italian, Japanese, Korean, Lithuanian, Mandarin (Chinese), Polish, Russian, Spanish, Telugu, Ukrainian, Urdu

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___11___%
___68___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_15_Autism	__5_Orthopedic Impairment
____Deafness	__2_Other Health Impaired
____Deaf-Blindness	_19_Specific Learning Disability
____Hearing Impairment	_24_Speech or Language Impairment
__1_Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness
	__2_Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	23	3
Special resource teachers/specialists	6	16
Paraprofessionals	18	0
Support staff	7	0
Total number	56	19

12. Average school student-"classroom teacher" ratio: __25:1__

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	94%	93%	92%	94%	91%
Teacher turnover rate	10%	0%	17%	11%	10%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III – SUMMARY

Marion Jordan School (MJ) is a suburban elementary school in Palatine, Illinois, located 25 miles northwest of Chicago. MJ is part of Community Consolidated School District 15, a K-8 public school system serving 12,774 children from seven communities of differing ethnic and socio-economic levels. District 15 received the prestigious 2003 Malcolm Baldrige National Quality Award.

MJ, a school with 617 students, has a mission to produce world-class learners by providing a differentiated curriculum and encouraging the mastery of communication skills and life skills so our students become respectful, contributing members of our 21st century society. Each classroom also develops a mission statement reflecting its unique characteristics as a learning community.

We believe MJ students learn and grow from interacting with others from different backgrounds and experiences. Our students come from backgrounds that are educationally, culturally, and geographically diverse. Our students speak 20 different languages. We are a bilingual kindergarten center for the district; students in our bilingual Spanish kindergarten program are assigned to our school from outside our immediate attendance boundaries. We also serve students who are eligible for a gifted and talented program (from both within and outside our immediate attendance boundaries) in a 5/6 multiage classroom. MJ is one of two schools in the district to house a program to assist students who have been identified on the autism spectrum. We also house a program for physically challenged students.

MJ's dedication to excellence in all academic areas is evidenced by its reaching the student performance targets set in District 15 that 90% or more of the students will meet or exceed state standards. Students' performance on the Illinois Standards Achievement Test (ISAT) is significantly above state averages. In 2003-2004, 91% of all 5th graders and 93% of all 3rd graders met or exceeded state standards in reading. In math, 99% of all 5th graders and 97% of all 3rd graders met or exceeded state standards. In 4th grade science, 92% of the students met or exceeded state standards, and 91% of the students accomplished the same on the 4th grade social science test.

One of MJ's unique qualities is a focus on teamwork. It begins with teachers modeling for students the importance of working together and how a team promotes a number of positive personal characteristics that will last a lifetime. The staff works together in teams to plan lessons, examine curriculum, review assessments, and analyze student performance at least two to three times weekly. This approach has allowed teachers to improve instruction, assessment, and to better differentiate curriculum.

Students are members of teams which have met very lofty goals to help others by contributing to a number of volunteer and community activities. One goal set by students was to ensure that members of a self-contained autism class, which had just moved to MJ, would feel accepted and part of the school. The students formed a team called Peer Buddies. The Peer Buddies learned about autism, provided awareness training for others, and recruited 50 other students to become Buddies. Goals have also been set to help others in the Palatine community. Student teams have raised money for a local cancer support center, filled two school buses for the local food pantry, and provided pies for a local homeless shelter. Students collected over 2,000 books to send to students on an army base in Florida that had been devastated by the recent hurricanes.

Our entire community works together as a team to ensure that students receive world-class educational opportunities that will enable them to attain success in their future educational and career endeavors. On average, 45 volunteers work with students each day. Our PTA provides a wide array of programs and activities that involve the school, home, and community, including multicultural and recycling programs, blood drives, assemblies that support the school's curriculum, and mini-courses on subjects of student interest. MJ partners with Fremd High School, accepting aspiring teachers into classrooms as interns whom we train in reading support strategies to support student learning.

Our faculty is committed to the process of continuous improvement. Our School Improvement Plan (SIP) process has enhanced classroom instruction and student learning using the Plan-Do-Study-Act (PDSA) cycle. Systematically implementing the PDSA cycle has made a marked difference in the quality of instruction and learning at MJ as evidenced by exceptional student achievement and increased parent and student satisfaction.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Marion Jordan students achieve at high levels on state and national assessments. Every student participates in state, national, and local assessments through a variety of measures. Access to state testing results and other information regarding state testing can be found at www.isbe.net. The Illinois Standards Achievement Test (ISAT), a criterion-referenced test, measures individual student achievement relative to the Illinois Learning Standards. Students must creatively apply knowledge and skills to solve problems and evaluate the results. Students exceed state standards when their performance demonstrates advanced knowledge and skills in the subject. Students meet state standards when their performance demonstrates proficient knowledge and skills in the subject.

Students in grades three and five take ISATs in reading, mathematics, and writing. Students in grade four take ISATs in science and social sciences. MJ students significantly outperform the district and state in all test areas. Outcome data is disaggregated for all subgroups and analyzed in light of the district's rigorous performance targets: 1) *At least 90 percent of the students who have been in the district for one year meet or exceed all Illinois Learning Standards*, and 2) *There are no significant differences between student groups in meeting or exceeding all Illinois Learning Standards for students who have been in the district at least one year*. MJ exceeds these high performance targets.

Third-grade reading scores improved from 1999-00 when 90% of students met or exceeded standards to 93% in 2003-04. Fifth-grade reading scores went from 83% meeting/exceeding standards in 1999-00 to 91% in 2003-04. Math scores show an even stronger improvement. In 1999-00, 97% of 3rd grade students met or exceeded state standards; strong performance continued through 2003-04 with that same percentage (97%) meeting or exceeding standards. In 2002-03, 100% of 3rd grade students met/exceeded state math standards. From 1999-00, when 91% of 5th graders met/exceeded state math standards, performance has improved to 99% meeting/exceeding in 2003-04. In addition, the numbers of students in both 3rd and 5th grades who *exceed* state standards in reading and math have continued to rise (see Figures 3, 4, 7, and 8).

Second-, fourth-, and sixth-grade students participate in the Iowa Tests of Basic Skills (ITBS) as well as the Cognitive Abilities Test (CogAT). Data is analyzed in reading, language, and mathematics. Five years of trend data reflect an overall increase in 2nd grade reading from a NCE of 61.6 in 1999-00 to a NCE of 66.6 in 2003-04. The same trend data for 4th grade reading reflects an increase from a NCE of 58.5 to a NCE of 66.8. Sixth-grade reading data reflect steady performance with a NCE of 69.4. Five years of trend data in the area of mathematics show 2nd grade scores improving from a NCE of 70.2 in 1999-00 to a NCE of 72.9 in 2003-04. Fourth-grade scores improved from a NCE of 59.1 in 1999-00 to a NCE of 77.5 in 2003-04. Sixth-grade mathematics also shows an increase. The NCE in 1999-00 was 62.2, with an increase to a NCE of 74.4 in 2003-04. It is remarkable to note that our students in grades 4 and 6, for the past three years, have scored a full standard deviation above the norm in mathematics.

The data for our subgroup of students with Individualized Education Plans (IEP) is disaggregated in order to determine their growth as a group. Data from the ITBS reading test reflects an improvement from a NCE of 53.5 for 2nd grade students and a NCE of 26.6 for 4th grade students in 1999-00 to a NCE of 65.6 in 2003-04 school year for 2nd grade students and a NCE of 47.5 for 4th grade students. Sixth-grade students with IEPs had a NCE of 43.3 in 1999-00 and a NCE of 44.5 in 2003-04. Data from the ITBS math test for 2nd grade students reflects an improvement from a NCE of 59.6 in 1999-00 to a NCE of 72.1 in 2003-04. Five-year trend data for 4th grade students with IEPs shows remarkable growth as the NCE went from 40.7 to 55.5. Mathematics data for 6th grade students reflects growth with a NCE of 45.3 in 1999-00 and a NCE of 53.7 in 2003-04. ISAT scores indicate that 100% of the 3rd grade students with IEPs met or exceeded state standards in math in both 2001-02 and 2002-03. Fifth-grade scores show 84% of the IEP students met or exceeded state standards in 2003-04.

2. Data drives all school improvement decisions at MJ. We use the Malcolm Baldrige criteria to align student and stakeholder needs, curriculum, best practices, core processes, culture, and organizational results to achieve system improvement. We focus on the district's strategic goals to ensure a comprehensive school assessment profile. MJ's goal team, individual teachers, grade level teams, and administrators then follow the Plan-Do-Study-Act (PDSA) cycle for improvement to enable us to identify priorities and move from current performance to target performance. MJ's goal team, consisting of one representative from each grade level, support staff, and the building principal, monitors the process in bimonthly meetings by defining the system, assessing the current situation, analyzing cause, trying out improvement theory, studying results and standardizing improvement. Data showing progress toward all school improvement goals is displayed publicly on building walls for students, staff, and parents. Classroom teachers and grade-level teams also use the PDSA cycle to address the needs of their students. Weekly team meetings allow teachers to analyze formative assessment data to differentiate instruction appropriately. Students at MJ actively use the PDSA cycle to set individual improvement goals. They chart and analyze their progress using quality tools, associated with the principles of Deming's Total Quality Management. Students record their progress in data folders that are shared with parents throughout the year. In addition, our on-line Educational Data Warehouse and AS 400 student database allows teachers and the principal to access trend data for the school, grade level, class, or individual student. MJ can also compare data with other schools in order to benchmark other schools' effective programs and practices.

3. At MJ, we communicate assessment results, student performance information, school news, and classroom activities in a variety of ways. The school report card is published on the district Web site and is available in print in the school office for families without internet access. The academic achievement results for the Illinois Standards Achievement Test are presented along with demographic, instructional, and financial information. The building principal presents an overview of the school's results and their interpretation at a general PTA meeting to expand parent understanding. Each month, the building principal holds a coffee for parents to share achievement information in smaller grade level groups. Parents receive an individual report of their child's scores with explanations of ISAT and ITBS assessments. Parents are encouraged to call the classroom teacher or building principal to clarify any questions they may have regarding these test results. New families receive the school report card in their welcome packets along with other important information about MJ. The monthly PTA newsletter is another opportunity for the principal to share assessment data and student performance with MJ families. A community newsletter is also published and mailed annually to every household in the MJ attendance area. This community newsletter highlights student performance results. A district *Shareholders' Report* highlighting student achievement results and overall organizational results is mailed to residents once a year. Classroom teachers share a significant amount of assessment information with the parents and students. Computerized student progress reports are distributed three times per year. In the fall, teachers share assessment criteria and learner standards with parents during orientation. Individual progress is discussed during November parent/teacher conferences and additional conferences are available throughout the year. All teachers have phones in their classroom with 24-hour voice mail and computers on their desk for e-mail communication. Teachers have created Web pages to keep parents informed on current curriculum, learning strategies, classroom activities, and special events. These Web pages are sent home in paper form for parents without internet access or who prefer that form of communication. Web pages are updated regularly and function as the classroom newsletter. Assignment notebooks, weekly reports, and newsletters are examples of other methods used by classroom teachers to share classroom assessments along with strategies to support student learning.

4. If Marion Jordan is chosen as a No Child Left Behind – Blue Ribbon School, we will continue to share our successes with other schools. Marion Jordan has teachers who have presented at national and state conferences, such as Baldrige "Quest for Excellence" and the Illinois Association of School Social Workers. We have also presented at district institutes, and both students and staff have shared quality tools at school board meetings. Marion Jordan will work with the district's director of communications as well as with the media to highlight the success of its programs. Marion Jordan has made a video highlighting our Peer Buddy program, and we are willing to film additional videos to help others better visualize how we use best practices and proven teaching strategies to improve learning and achievement for all students. As a benchmark school in our district, Marion Jordan has been visited by individual teachers and by grade-level teams, both from within our district and from outside, who want to observe our exemplary programs and practices. We look forward to future visits from both educators and community members in order that we may continue to share the practices and strategies that have resulted in our student achievement success. Our web site, www.ccsd15.net, can be easily accessed to obtain a variety of information about our school. Web site visitors can access teacher Web pages and learn about school activities, programs, and upcoming events.

PART V – CURRICULUM AND INSTRUCTION

1. Marion Jordan's curriculum is aligned to and driven by Illinois State Standards and District 15 Learner Statements and reflects the community's high expectations for children's intellectual and personal growth.

A strong language arts core curriculum is pervasive throughout the student's day. We ensure that each student receives a minimum of 120 minutes of daily language arts instruction. Teachers use a balanced literacy model for reading, which includes daily word study, guided and shared reading, independent reading and fluency, and integrated writing. During guided reading instruction, teachers use flexible grouping to teach and reinforce essential skills. An additional 30-minute block time is set at each grade level for specific language arts instruction. Teachers assess current student performance and identify areas that need additional support. Students are placed in small groups for specific skill enrichment. Writing instruction focuses on the writing process through both guided practice and independent writing where students write expository, persuasive, and personal narratives demonstrating the application of skills and knowledge learned. Process writing skills are introduced in the primary grades and refined throughout the grade levels. Teachers also use technology and software programs to support and extend student writing skills, particularly with students who may need a different learning approach.

The math curriculum is aligned with the National Council of Teachers of Mathematics Standards and Illinois Learning Standards. Research-based programs such as *Everyday Mathematics, SRA-Math Explorations and Applications,* and *Transitions* are the core math curriculum. Problem-solving and critical-thinking skills are a major emphasis of the program. Teachers use other resources such as Exemplars, Hands-on Equations, Mental Math, and the Internet Stock Market Game to support and enrich the curriculum. An intervention math program, *Knowing Math,* is offered in addition to the general math curriculum to students who need additional math support. High-achieving math students in grades three through six are offered an accelerated math program to support a deeper learning of concepts and skills beyond the essential skills we expect all students to acquire. Last year, 43% of our 6th graders placed in accelerated mathematics at the junior high. Math is embedded into all content areas by engaging students in graphing, estimating, data collection, and applying geometric concepts.

Aligned to the National Science Education Standards, the Illinois Learning Standards, and District 15's Learner Statements, the science curriculum engages students through inquiry-based instruction. Students engage in hands-on learning, which empowers students to ask questions, construct ideas, and demonstrate their understanding of facts, concepts, theories, and science principles. A variety of resources (such as the unique District 15 Space Shuttle) offer avenues to apply technology and problem-solving skills. Last year, 92% of 4th grade students met or exceeded state standards in science.

Our social studies curriculum provides children with opportunities to respond to experiential activities through research, debate, dialogue, and written reactions. Teachers facilitate lessons that enable children to understand their position in the community and the world, be culturally aware, and draw parallels from history. Third graders use *Story Path* to simulate the impact a business may have in a rural setting, and 4th graders use a variety of multimedia tools to research states, geography, climate, resources, and history. Fifth and sixth graders use *History Alive* to provide hands-on learning experiences that enhance understanding of the politics and economics of colonies and ancient civilizations. Last year, 91% of our 4th grade students met or exceeded state standards in social science.

All students receive instruction in the areas of visual art, music, technology, and physical education. Choral and instrumental music instruction supports the content areas and expands the core music curriculum. Children in all grade levels participate in musical productions that are presented for the community. Students in 5th and 6th grades have the opportunity to participate in band and orchestra programs with small group lessons provided. Technology skills are developed through coordinated activities that support learning and the curriculum. Students work toward meeting the district's technology goals set by the National Educational Technology Standards for Students. Students at MJ have the opportunity to participate in Spanish and French foreign language clubs. This year we have approximately 60 students participating in these clubs.

2a. Marion Jordan uses Harcourt Publishers' *Trophies* reading series, a research-based developmental reading program for all grade levels, K-6. This series closely aligns to the Illinois State Standards and the District 15 Learner Statements. This balanced-literary program was adopted three years ago because of its alignment to these standards and because it supports District 15's Student Performance Targets. The *Trophies* reading series provides both fiction and nonfiction selections, complete with formal and informal assessments, on-line support for students, parents, and teachers, word study (spelling, phonics, vocabulary, and grammar), and writing activities. Reading and writing strategies are taught through shared, guided, and independent lessons with consistent terminology from grades K-6. The selection of the Harcourt program was a year-long process which involved students, parents, teachers, and administrators. The district piloted two programs after reviewing six research-based programs. This pilot included all grade levels and all District 15 elementary schools. After this comprehensive piloting period (August 2001 to February 2002), the district Language Arts Committee recommended the adoption of the Harcourt *Trophies'* series. The language arts' activities provided by *Trophies'* specifically support Marion Jordan's 2004-2005 SIP goals to develop reading comprehension and extended writing responses for reading across grade levels. The program offers frequent assessments to improve teaching and learning. Student progress is monitored in fluency and through holistic assessments, which measure vocabulary, extended written responses in reading, and comprehension. Information learned from these assessments allows teachers to differentiate instruction effectively. Reading intervention programs are provided at all grade levels specifically targeting our struggling readers. A Kindergarten Intervention Program (KIP), a First Grade Literacy Intervention Program (FLIP), Second Grade Acceleration In Literacy (SAIL), and SOAR to Success for grades 3-6 enable us to provide additional reading instruction. Reading intervention programs, a District 15 summer reading program, and *Trophies* intervention and enrichment activities are offered to qualifying MJ students across grade levels to further support the MJ mission statement and school improvement goals, District 15 targets, and Illinois State standards.

3. Marion Jordan uses the University of Chicago *Everyday Math* program (grades K-3), *SRA-Math Explorations and Applications* (grades 4-6), and the *Transitions* pre-algebra program (grade 6). Teachers work with students in K-6 to develop a mastery of math concepts, computation, logical reasoning, problem solving, critical thinking, and mathematical communication skills. All students in grades 1-6 receive 60 minutes of math instruction per day. The District 15 mental math program, grades 1-6, includes daily math problems read orally by the classroom teacher and computed mentally by students. Students are challenged to apply computation and problem-solving skills mentally, an integral life skill, each day in preparation to begin their regular math class. A commitment to the 2004-2005 MJ SIP goal for extended writing response is also seen in mathematics instruction. Students are asked to approach word problems with a focus on communicating their mathematical and strategic knowledge through a thoughtfully designed plan. Our math curriculum is further differentiated by accelerated math and *Knowing Math* programs. Students in grades 3-6 who demonstrate a need for math enrichment are offered an accelerated math class instead of basic math instruction. The *Knowing Math* intervention program is available in grades 4-6 to provide a small group of students an additional 30-45 minutes of math instruction per day. This additional math instruction is part of Marion Jordan's innovative parallel block time and provides students extra time and individual attention toward achieving math success. Students are selected for the *Knowing Math* and accelerated programs based on ISAT and ITBS results, as well as classroom performance. We assess 3rd and 5th graders annually with the ISAT. Students in 2nd, 4th, and 6th grades are assessed with the ITBS. Engaging students in reading, writing, and communicating during math instruction reflects Marion Jordan's mission. As further evidence of our constant commitment to continuous improvement, a District 15 Math Committee, which includes several MJ teachers, is currently involved in a comprehensive pilot of several research-based math programs to ensure our students are receiving the best math education available.

4. Instruction at MJ is planned with the expectation that all students can learn. Flexible grouping allows classroom teachers to differentiate instruction in order to remediate, enrich, and accelerate students to meet individual learning needs. One unique method used at MJ is the parallel block system. Grade level teachers set aside a common block of time (30 to 40 minutes four to five times per week) where they differentiate instruction for students based on the data gathered through frequent classroom assessments. The grade-level team plans three to five block mini-lessons on a variety of skills from remediation through enrichment levels. Students are then assigned to the appropriate block and the grade level teachers each focus on one block in their classroom. Support staff and specialists are also scheduled into the block, which allows for smaller group sizes. Students with IEP goals can receive appropriate services during this time as well. The premise behind the block system is to facilitate differentiation while allowing students extra time to learn, practice, and improve specific, essential skills to meet individual goals. Because of the success with the 5th grade parallel block pilot program in 2003-04, MJ has adopted the block program in grades K-6. In addition to the Knowing Mathematics (KM) intervention, a strategic reading intervention for students in grades K-6 is also scheduled during the parallel block. These programs are designed to ensure all students at MJ meet the district's Student Performance Targets. The reading intervention program serves students who represent the lowest performing seven to ten percent of students at each grade level. Support staff, supervised by the reading specialist, provide students with daily intensive one-on-one instruction in grades K-2. For grades 3-6, the reading specialist sees small groups of students at each grade level for four forty-minute periods each week for intensive instruction on reading comprehension strategies. As a result of these interventions, our building met the target of 90% of students meeting or exceeding state standards on all ISAT tests in grades 3 and 5. In the pilot year of KM, 99% of 5th graders met or exceeded standards on the math ISAT.

5. MJ has a high-performing staff that is committed to continuous improvement. The staff development program is aligned with its School Improvement Plan (SIP). Through the shared decision-making process, the building staff development committee identified three building goals: 1) improve reading comprehension, 2) improve extended writing responses in reading, and 3) improve extended writing responses in mathematics. The building staff development committee designs activities and expends resources necessary to achieve the goals of the School Improvement Plan. Staff development activities include whole faculty study groups, quality tools training, and teacher institutes featuring nationally recognized consultants. Teachers' professional growth plans and Illinois certification plans also align with the school's improvement plan. Because we focus and align staff development to the School Improvement Plan, MJ is one of just two schools in the district to meet the rigorous District 15 goal of 90% of students meeting or exceeding standards on the ISAT at all grade levels and in all subject areas tested. Cross-grade articulation has become an important part of staff development. Teachers share successful learning strategies and activities with one another. Through this process, the learning standards at each grade level are better understood which in turn ensures a quality learning continuum throughout MJ. Teachers new to the district participate in the Teacher Induction/Mentoring Program throughout their four-year probationary period. This program includes separate tracks for beginning teachers and teachers with experience. The district has a mentoring program for teachers pursuing National Board Certification. Currently, more than 20% of MJ's teaching faculty are National Board certified teachers.

PART VII – ASSESSMENT RESULTS

National Norm-Referenced Test

Grade: 2 READING **Test**: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996 **Publisher**: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SECOND-GRADE READING

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	February	February	February	February	February
SCHOOL SCORES					
Total or Composite Score	69	70.2	65.5	64.4	66
Number of students tested	77	80	69	56	87
Percent of total students tested	100%	99%	99%	95%	97%
Number of students excluded	0	1	1	3	3
Percent of students excluded	0%	1%	1%	5%	3%
SUBTEST SCORES					
Reading Total	66.6	69.4	62.2	58.2	61.6
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Reading Total	65.6	47	48.6	35.2	53.5
SUBGROUP SCORES (Second-Language Learners)					
Reading Total	NA	NA	NA	NA	
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Reading	50	50	50	50	50

Figure 1

National Norm-Referenced Test

Grade: 2 MATH

Test: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SECOND-GRADE MATH

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	February	February	February	February	February
SCHOOL SCORES					
Total or Composite Score	69	70.2	65.5	64.4	66
Number of students tested	77	81	69	56	86
Percent of total students tested	100%	100%	99%	95%	96%
Number of students excluded	0	0	1	3	4
Percent of students excluded	0%	0%	1%	5%	4%
SUBTEST SCORES					
Math Total	72.9	71	70.4	68.6	70.2
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Math Total	72.1	48.8	48.7	49	59.6
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Math	50	50	50	50	50

Figure 2

State Criterion-Referenced Test

Grade: 3 READING **Test**: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly **Publisher**: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below *No Hispanic subgroup as less than 5 students tested

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT THIRD-GRADE READING

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
Exceeds Standards	63%	40%	39%	31%	34%
Meets Standards	30%	48%	47%	58%	56%
Total Meets/Exceeds Standards	93%	88%	86%	89%	90%
Number of students tested	73	74	57	77	73
Percent of students tested	100%	100%	100%	99%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	1%	0%
SUBGROUP SCORES (IEP Students)					
Exceeds Standards	0%	0%	14%	14%	0%
Meets Standards	50%	40%	29%	57%	44%
Total Meets/Exceeds Standards	50%	40%	43%	71%	44%
Number of Students Tested	8	10	7	14	9
STATE SCORES					
Exceeds Standards	24%	22%	19%	19%	21%
Meets Standards	42%	40%	44%	43%	41%
Total Meets/Exceeds Standards	65%	62%	63%	62%	62%
Percent of students tested	99%	99%	95%	95%	85%

Figure 3

State Criterion-Referenced Test

Grade: 3 MATH **Test**: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly **Publisher**: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below * No Hispanic subgroup as less than 5 students tested

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT THIRD-GRADE MATH

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
Exceeds Standards	71%	69%	79%	62%	62%
Meets Standards	26%	31%	19%	33%	35%
Total Meets/Exceeds Standards	97%	100%	98%	95%	97%
Number of students tested	73	74	57	78	71
Percent of students tested	100%	100%	100%	100%	98%
Number of students excluded	0	0	0	0	2
Percent of students excluded	0%	0%	0%	0%	2%
SUBGROUP SCORES (IEP Students)					
Exceeds Standards	25%	20%	71%	13%	13%
Meets Standards	50%	80%	29%	80%	62%
Total Meets/Exceeds Standards	75%	100%	100%	93%	75%
Number of Students Tested	8	10	7	15	8
STATE SCORES					
Exceeds Standards	33%	31%	30%	28%	23%
Meets Standards	46%	45%	44%	46%	46%
Total Meets/Exceeds Standards	79%	76%	74%	74%	69%
Percent of students tested	99%	99%	95%	88%	86%

Figure 4

National Norm-Referenced Test

Grade: 4 READING **Test**: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996 **Publisher**: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS FOURTH-GRADE READING

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	October	October	October	October	October
SCHOOL SCORES					
Total or Composite Score	69.6	69.8	71.5	62.9	55
Number of students tested	81	62	75	70	76
Percent of total students tested	100%	100%	97%	92%	100%
Number of students excluded	0	0	2	6	0
Percent of students excluded	0%	0%	3%	8%	0%
SUBTEST SCORES					
Reading Total	66.8	66.9	68.1	62.4	58.5
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Reading Total	47.5	46.4	52	39	26.6
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Reading	50	50	50	50	50

Figure 5

National Norm-Referenced Test

Grade: 4 MATH **Test**: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996 **Publisher**: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS FOURTH-GRADE MATH

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	October	October	October	October	October
SCHOOL SCORES					
Total or Composite Score	69.6	69.8	71.5	62.9	55
Number of students tested	81	62	79	75	70
Percent of total students tested	100%	100%	100%	97%	92%
Number of students excluded	0	0	0	2	6
Percent of students excluded	0%	0%	0%	3%	8%
SUBTEST SCORES					
Math Total	77.5	77.1	77.2	69.5	59.1
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Math Total	55.5	60.9	55.3	47.8	40.7
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Math	50	50	50	50	50

Figure 6

State Criterion-Referenced Test

Grade: 5 READING **Test**: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly **Publisher**: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below * No Hispanic subgroup as less than 5 students tested

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT FIFTH-GRADE READING

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
Exceeds Standards	65%	62%	48%	54%	40%
Meets Standards	26%	31%	40%	39%	43%
Total Meets/Exceeds Standards	91%	93%	88%	93%	83%
Number of students tested	76	94	60	84	77
Percent of students tested	100%	100%	98%	100%	91%
Number of students excluded	0	0	1	0	8
Percent of students excluded	0%	0%	2%	0%	9%
SUBGROUP SCORES (IEP Students)					
Exceeds Standards	0%	14%	10%	30%	18%
Meets Standards	50%	0%	50%	40%	27%
Total Meets/Exceeds Standards	50%	14%	60%	70%	45%
Number of Students Tested	6	7	10	10	11
STATE SCORES					
Exceeds Standards	25%	23%	22%	25%	20%
Meets Standards	36%	37%	37%	34%	39%
Total Meets/Exceeds Standards	61%	60%	59%	59%	59%
Percent of students tested	99%	99%	95%	97%	91%

Figure 7

State Criterion-Referenced Test

Grade: 5 MATH **Test**: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly **Publisher**: State of Illinois

What groups were excluded from testing? Why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT would not be appropriate (students take the Illinois Alternate Assessment (IAA)), and children in bilingual programs less than three years (students take the Illinois Measure of Annual Growth in English (IMAGE)), are not included.

Number Excluded: Number represents students who took no state assessments

Percent Excluded: See table below * No Hispanic subgroup as less than 5 students tested

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

ISAT FIFTH-GRADE MATH

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
Exceeds Standards	46%	37%	26%	20%	26%
Meets Standards	53%	57%	68%	75%	65%
Total Meets/Exceeds Standards	99%	94%	94%	95%	91%
Number of students tested	76	94	86	84	78
Percent of students tested	100%	100%	100%	100%	92%
Number of students excluded	0	0	0	0	7
Percent of students excluded	0%	0%	0%	0%	8%
SUBGROUP SCORES (IEP Students)					
Exceeds Standards	17%	14%	0%	10%	17%
Meets Standards	67%	43%	70%	70%	50%
Total Meets/Exceeds Standards	84%	57%	70%	80%	67%
Number of Students Tested	6	7	10	10	12
STATE SCORES					
Exceeds Standards	12%	10%	8%	6%	5%
Meets Standards	60%	59%	55%	55%	52%
Total Meets/Exceeds Standards	72%	69%	63%	61%	57%
Percent of students tested	99%	99%	97%	88%	92%

Figure 8

National Norm-Referenced Test

Grade: 6 READING **Test**: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996 **Publisher**: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SIXTH-GRADE READING

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	October	October	October	October	October
SCHOOL SCORES					
Total or Composite Score	75.5	69.3	69.7	67.4	62.5
Number of students tested	99	85	86	72	73
Percent of total students tested	100%	100%	100%	94%	91%
Number of students excluded	0	0	0	5	7
Percent of students excluded	0%	0%	0%	6%	9%
SUBTEST SCORES					
Reading Total	69.4	67.7	67	62.7	63.8
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Reading Total	44.5	50	37.6	38.8	43.3
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Reading	50	50	50	50	50

Figure 9

National Norm-Referenced Test

Grade: 6 MATH **Test**: Iowa Tests of Basic Skills (ITBS)

Edition/publication year: 1996 **Publisher**: Riverside Publishing

What groups were excluded from testing, why, and how were they assessed? Per state guidelines, students with severe disabilities whose Individualized Education Programs (IEPs) indicate that participation would not be appropriate (students take alternative assessments such as Curriculum-Based Assessments, individually given nationally normed assessments such as the KTEA or Woodcock Achievement Tests) and children in bilingual programs less than three years (students took the IPT in years 1998-2000, and LPTS beginning in the 2000-01 school year) may not be included.

Number and percent excluded: See table below

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

ITBS SIXTH-GRADE MATH

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing Month	October	October	October	October	October
SCHOOL SCORES					
Total or Composite Score	75.5	69.3	69.7	67.4	62.5
Number of students tested	99	85	86	72	74
Percent of total students tested	100%	100%	100%	94%	93%
Number of students excluded	0	0	0	5	6
Percent of students excluded	0%	0%	0%	6%	7%
SUBTEST SCORES					
Math Total	74.4	71.6	71.6	69	62.2
SUBGROUP SCORES (Students Receiving Special Education)					
IEP Students					
Math Total	53.7	53.4	44.1	47.5	45.3
NATIONAL SCORES					
Total or Composite Score (MEAN)	50	50	50	50	50
SUBTEST SCORES					
Math	50	50	50	50	50

Figure 10

NCE ITBS Trend Data
Marion Jordan School

Second Grade	Feb. 2000	Feb. 2001	Feb. 2002	Feb. 2003	Feb. 2004
Avg. NCE Reading Total	61.6	58.2	62.2	69.4	66.6
Avg. NCE Math Total	70.2	68.6	70.4	71	72.9

Fourth Grade	Oct. 1999	Oct. 2000	Oct. 2001	Oct. 2002	Oct. 2003
Avg. NCE Reading Total	58.5	62.4	68.1	66.9	66.8
Avg. NCE Math Total	59.1	69.5	77.2	77.1	77.5

Sixth Grade	Oct. 1999	Oct. 2000	Oct. 2001	Oct. 2002	Oct. 2003
Avg. NCE Reading Total	63.8	62.7	67	67.7	69.4
Avg. NCE Math Total	62.2	69	71.6	71.6	74.4

Standard deviation = 21 points	less than 1/3	1/3	2/3	one

* color indicates how much the average mean of the tested group is above the average mean of 50

Figure 11